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ABSTRACT

Intended to guide local high schools in the development of an orientation program for incoming freshmen, this booklet in a question/answer format presents the needs of such a program, the program goals, a step by step development plan, and a list of suggested resources. The guide also explains how to implement and evaluate the program and points out several problems the developers may encounter. (BM)

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"How To" Develop an Orientation Program for Ninth Grade Students

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A Generic Definition of Career Education
by
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"In a generic sense, the definition of Career Education must obviously be derived from the definition of Career and Education. "Career" is the totality of work one does in his/her lifetime. "Education" is the totality of experience through which one learns. Based on these two (2) definitions, "Career Education" is defined as follows: "Career Education" is the totality of experience through which one learns about and prepares to engage in work as part of his/her way of living.

After Reading This Guide You Will Be Able To:

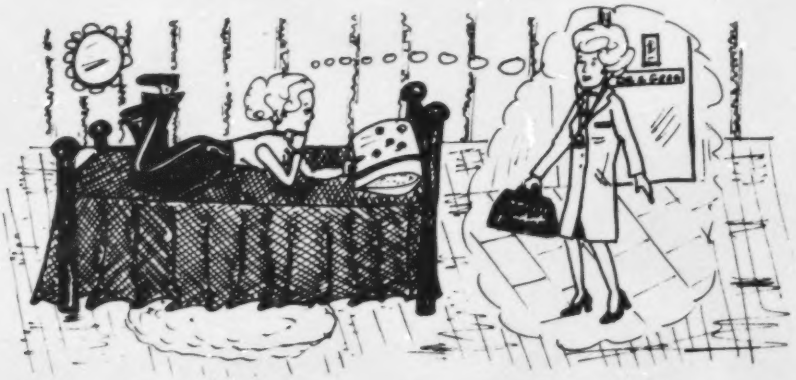
Develop Your Own Orientation Program

Q. WHY DO I NEED TO DEVELOP AN ORIENTATION PROGRAM?

A. The need varies; however, in our case most of the school systems in the Kentucky Valley Educational Cooperative area have one or more high schools – normally located in the county seat – which are fed from elementary schools (grades 1-8) that are often located as much as twenty-five miles in the hinterland. Thus, incoming freshmen to the high school face several problems, such as:

- adjustment to the academic curriculum with Carnegie units and 50 minute periods
- several teachers rather than one, two or three
- greater individual responsibility for academic performance
- increased curricular offerings, such as vocational programs and career awareness, exploration, and preparation
- personal and social adjustment

Underlying all of the above, however, is a need to think seriously about long range goals, such as a career, and to begin to plan toward those goals.



Q. WHAT ARE THE GOALS OF AN ORIENTATION PROGRAM?

A. Again, like needs, goals will vary; however, here are the goals that one high school in our area developed:

Assist in student adjustment to high school environment.

Strengthen school spirit.

Diminish disciplinary problems.

Cause better academic planning.

Communicate offerings.

Seek information concerning the students.

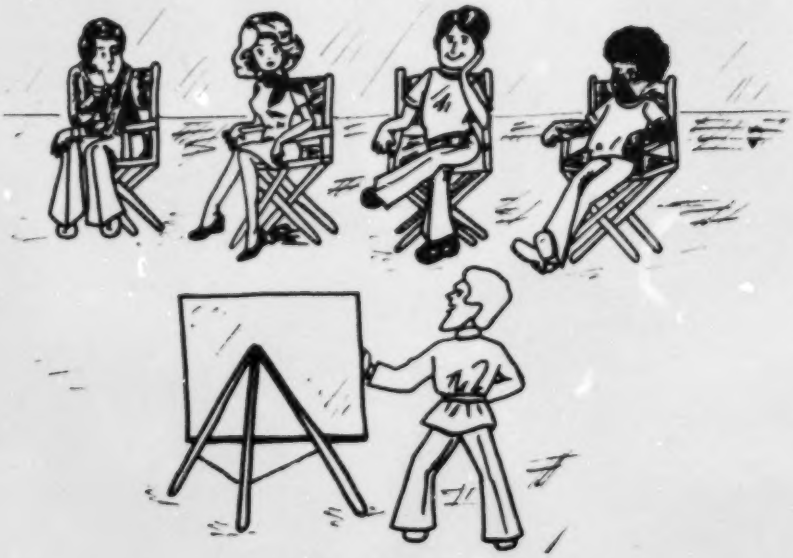
Can you think of other goals?

Why not write them here?

Q. HOW DO I BEGIN TO DEVELOP AN ORIENTATION PROGRAM?

A. You might begin by following these seven (7) steps:

STEP ONE:	Have someone to assume the leadership role; the guidance counselor is the most logical choice.
STEP TWO:	Gain the principal's support of the program because if you don't, your efforts will be in vain.
STEP THREE:	"Sell" the faculty on the need for the program, and, at the same time, involve them in its formulation.



ANTICIPATE PROBLEMS?

If so, turn to page 11 to see how we handled ours.

If not, turn to next page for Step Four.

STEP FOUR:

Formulate objectives for the program.

Example: To cause students to feel wanted.

STEP FIVE:

Choose activities and methods.

Example: Individual conferences with faculty.

STEP SIX:

List resources.

Example: *Guide for the Seventies: Self-Esteem*

STEP SEVEN:

Conduct evaluation.

Example: Survey the freshman class at the end of the first semester. Compare the drop-out rate with that of previous years.

ARE YOU WONDERING HOW THIS FITS INTO CAREER EDUCATION?

If so, re-examine your concept of career education because career education cannot and should not be separated from the main curriculum. Besides, career education is dealt with directly in analysis of test results, explanations about the career exploration program, and in discussion of the work-experience program, albeit it is presently offered only to juniors and seniors.

Q. "WHERE CAN I GET RESOURCE MATERIALS?"

A. This is a familiar battle cry of educators. Surprisingly there are numerous sources that can be helpful in an orientation program for ninth grade students. Below is a partial listing of resources as compiled by one high school near Hazard, Kentucky.

Books and Kits:

The Bowling Green Career Education Manual for Teachers, Counselors, and Administrators, Bowling Green School System, Bowling Green, Kentucky.

Dictionary of Occupational Titles

Encyclopedia of Careers and Vocational Guidance

Evans, Rupert N., Kenneth B. Hoyt, and Garth L. Mangum. *Career Education in the Middle/Junior High School.* Salt Lake City: Olympus Publishing Company, 1973.

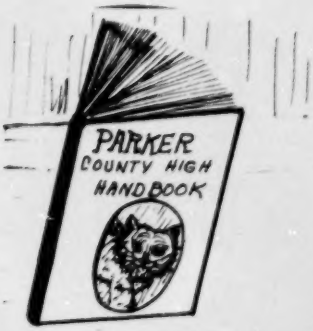
Goldhammer, Keith and Robert E. Taylor. *Career Education: Perspective and Promise.* Columbus: Charles E. Merrill Publishing Company, 1972.

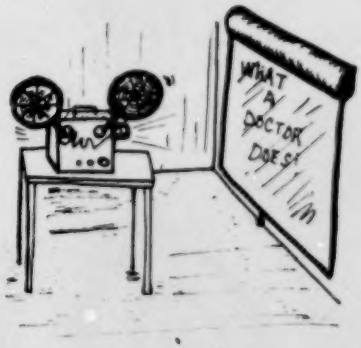
Hoyt, Kenneth, Rupert N. Evans, Edward F. Mackin, and Garth L. Mangum. *Career Education: What It Is and How To Do It.* Salt Lake City: Olympus Publishing Company, 1974.

Me, Money, Careers, Teacher Resource Guide developed by Charlotte Mecklenburg Schools, Revised in 1974.

Occupational Outlook Handbook

Retting, Jack L. *Careers Exploration and Decision.* Englewood Cliffs: Prentice-Hall, Inc., 1974.





Booklets and Lists:

Catalogs from technical schools, colleges, community colleges, etc.

List of courses offered at the school.

List of school library policies and procedures.

List of state requirements for high school graduation.

Map of school buildings.

School Handbook.

Films:

"What Will I Do With My Time?"

"Getting a Job is Work," available through Charlotte Public Library-Film Center.

Filmstrips:

"Getting a Job," (Cassettes) Educational Resource
Available through O.E. Office. Set includes 12 cassettes and student workbooks.

"High School Course Selection and Your Career," Guidance Associates.

"The Interview," (Records and Filmstrip)
Available through O.E. Office.

"What You Should Know Before You Go To College," Guidance Associates.

"Packaging Your Skills," Eyegate.
Available through O.E. Office.

Q. NOW THAT I HAVE MY PROGRAM DEVLOPED, HOW DO I IMPLEMENT IT?

A. Implementation of the program will vary from school to school, depending on the number of students, number of faculty, number of administrators, style of administration, etc. Listed below are fourteen (14) tasks which explain how one high school implemented an orientation program.

Task 1: During a general assembly of the freshman students on the first day of school, the various courses of study will be explained. The difference between an academic diploma and a regular diploma, and the choice of attending vocational school during the junior and senior years will be discussed.

Task 2: During the first day of school each student will meet with his or her homeroom teacher and will discuss his or her tentative academic schedule for the coming year. Each freshman student must obtain the approval of both his or her homeroom teacher and the guidance counselor or school principal before his or her academic course of study will be approved.

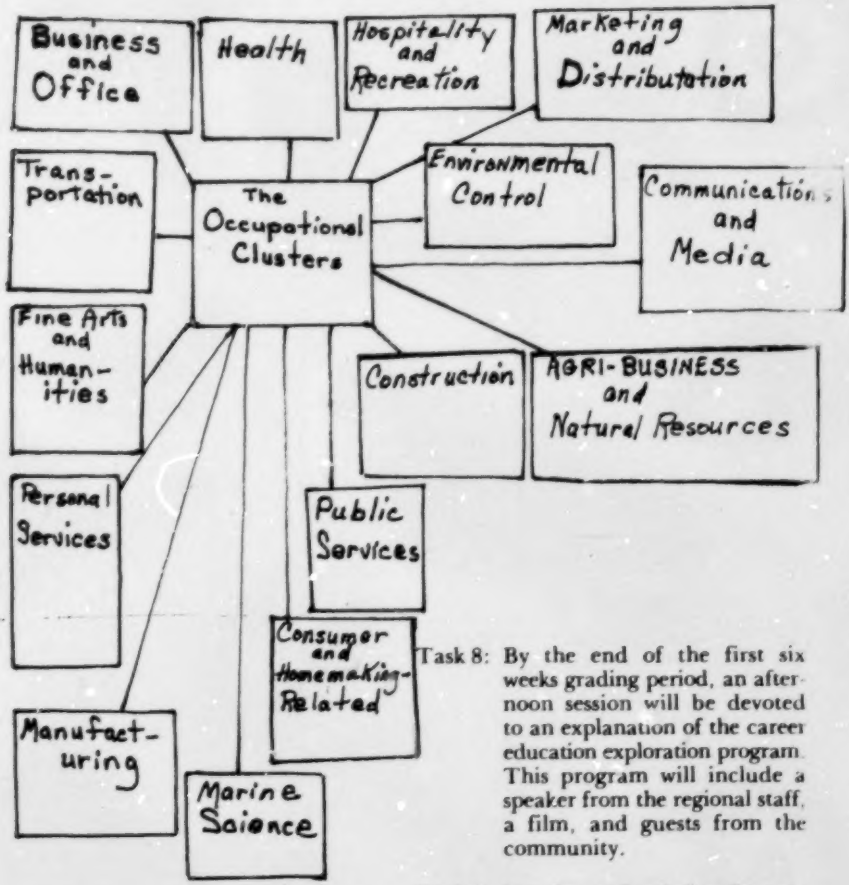
Task 3: During the general assembly on the first day of school, each freshman will receive a copy of the student handbook. The principal will discuss the handbook during the assembly and each homeroom teacher will discuss important items in the handbook during the first week of school.

Task 4: Each freshman student will become aware of the counseling services available to him or her during the first week of school, in small group counseling sessions.

Task 5: During the first week of school each freshman student will have the school testing program explained to him/her. This explanation will include such things as, "Why is the test being administered?"; "What does this test tell about the student?"; and other questions which may be asked by the students. Group counseling will be used in explaining the test that will be administered.

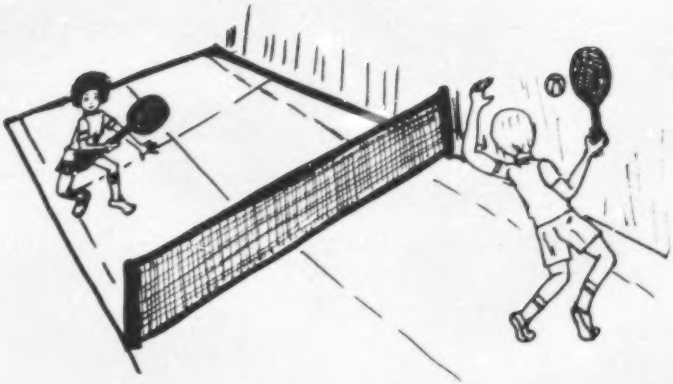
Task 6: During the second week of school one hundred percent (100%) of the freshman students will tour the school library. During the tour, the purpose of the library, how to use the library, and materials available in the library will be explained. Facilities in the public library will be emphasized and students will also be encouraged to use it after school hours and on weekends.

Task 7: By the end of the first six weeks grading period, each freshman student will have had his test score interpreted to him or her by the guidance counselor or a qualified person either individually or in a group session.

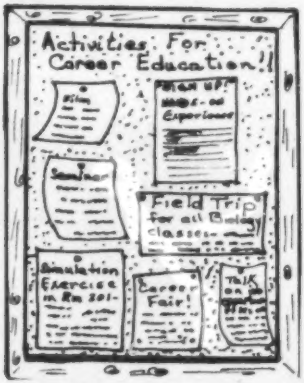


Task 8: By the end of the first six weeks grading period, an afternoon session will be devoted to an explanation of the career education exploration program. This program will include a speaker from the regional staff, a film, and guests from the community.

Task 9: By the end of the first six weeks grading period one-hundred percent (100%) of the freshman students will have become exposed to the fifteen (15) occupational clusters. They will have seen a filmstrip-cassette entitled, "The World of Work." Throughout this orientation period, the instructor will have referred to a booklet entitled, *Career Exploration and Design*.



Task 10: During the first PTA meeting an orientation to the exploration phase will be given to the parents along with a demonstration of a cluster unit which had been or will be taught.



Task 11: Each faculty member will emphasize the importance of his or her subject matter in relation to existing and future careers, during the first subject unit taught in the academic year.

Task 12: The freshman students will become aware of community resources, such as local libraries, college libraries, gymnasiums, tennis courts, health department, etc., at a general afternoon session during the first six weeks of the first semester.

Task 13: One hundred percent (100%) of the freshman students will be given a pre and post test.

Task 14: During the first six weeks the bulletin board displays will center around career education.

Q. WHAT ARE SOME METHODS OF EVALUATION I CAN USE?

A. Evaluation of the orientation program is relatively easy because it deals essentially with cognitive material. Here are some ways:

- pre and post test of students
- survey of faculty
- interviews with students
- structured class discussions

Perhaps you have other ideas. Why not share them with us and we will send you a copy of the pre and post test for students that we used.

To be sure there are some affective goals of orientation, such as personal and social adjustment (these are always more difficult to measure), one objective would be to compare drop-out rates. Have you other suggestions?

Q. WHAT ARE SOME PROBLEMS I MIGHT ENCOUNTER IN DEVELOPING AND IMPLEMENTING AN ORIENTATION PROGRAM?

A. The problems, of course, will vary according to each school's operational plan. Listed below are four (4) problems which you might encounter:

PROBLEM No. 1 "Selling" the principal

What we did: Approached the principal on the grounds that an effective orientation program will reduce drop-outs and disciplinary problems.

PROBLEM No. 2	"Selling" the faculty
What we did:	Chose three (3) volunteers from the faculty to role-play typical freshmen. Asked faculty how these "problems" should be handled.
PROBLEM NO. 3	Individual and small group conferences (one guidance counselor and 312 freshmen)
What we did:	Utilized a receptive department of the faculty (English) that dealt with the entire freshman class.
PROBLEM No. 4	Exposure of students to a wide range of careers in a truncated economic area.
What we did:	Utilized a series of films, such as "Is a Career in Radio and Television for You?"

A CONCLUDING THOUGHT . . . .

Developing and implementing an orientation program should be approached like most curriculum development – utilizing goals and objectives, resources, methods, and/or activities, and evaluation. It is not easy because cooperation and support must be secured from the entire faculty. The rewards are great, however, when a better informed and adjusted freshman class ensue.

Additional information on the Orientation Program can be procured by contacting:

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